

Georgia Library Quarterly

Volume 52
Issue 1 *Winter 2015*

Article 1

1-1-2015

Winter 2015

GLA GLQ
georgialibraryquarterly@gmail.com

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/glq>

 Part of the [Library and Information Science Commons](#)

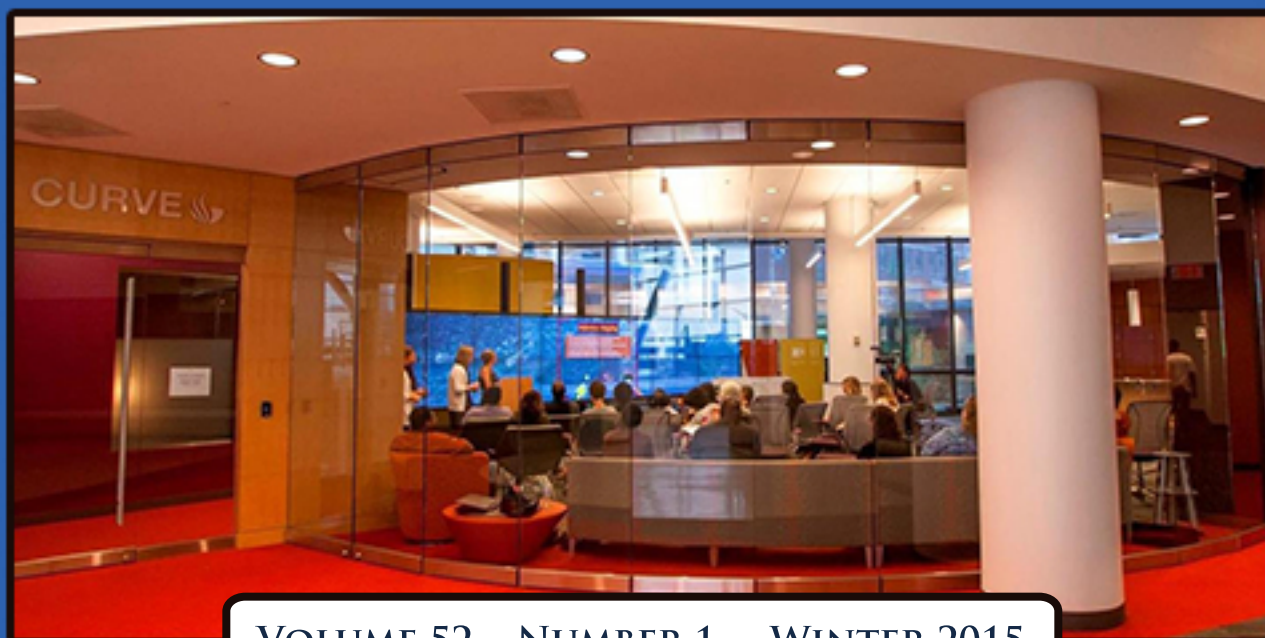
Recommended Citation

GLQ, GLA (2015) "Winter 2015," *Georgia Library Quarterly*: Vol. 52 : Iss. 1 , Article 1.
Available at: <https://digitalcommons.kennesaw.edu/glq/vol52/iss1/1>

This Complete Issue is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in Georgia Library Quarterly by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact digitalcommons@kennesaw.edu.

GLO

GEORGIA LIBRARY QUARTERLY



VOLUME 52 NUMBER 1 WINTER 2015



ADVANCE IN YOUR CAREER

EARN YOUR MASTER OF LIBRARY AND INFORMATION STUDIES
ONLINE FROM THE UNIVERSITY OF ALABAMA.

Today, in addition to performing duties associated with the library such as managing collections and working with youth, information professionals also manage digital libraries, social media and other new technologies.

Prepare yourself to work in this diverse field by earning your Master of Library and Information Studies **online** from The University of Alabama. The program is **ALA-accredited**, which leads our graduates to work in all types of information centers as well as entrepreneurial and research environments.

Take the next step to advancing your career. Visit **BamaByDistance.ua.edu/libraryga** for more information or 1-800-467-0227 and Rise with the Tide.



The University of Alabama is accredited by the Southern Association of Colleges and Schools (SACS) and the MLIS program is accredited by the American Library Association (ALA). The National Council for Accreditation of Teacher Education (NCATE) accredits the School Media Program.

RISE  **WITH THE TIDE**

THE UNIVERSITY OF ALABAMA

Earn an M.Ed. or Ed.S. in Instructional Technology 100% Online

UPGRADE. IMPROVE. ENHANCE.

ONLINE format ideal for professionals in higher education, corporations and other settings

PROGRAMS for P-12 educators

ELIGIBLE for certificate upgrade and possible pay increase

NCATE accredited

APPROVED by the Georgia Professional Standards Commission

RANKED in the top tier in the U.S. News & World Report "Best Online Graduate Education Programs"

Published by DigitalCommons@Kennesaw State University, 2015

CONCENTRATIONS OFFERED IN:
INSTRUCTIONAL TECHNOLOGY
SCHOOL LIBRARY MEDIA

An endorsement in **ONLINE TEACHING** is also available.



**GEORGIA
SOUTHERN
UNIVERSITY**

COLLEGE OF EDUCATION

GeorgiaSouthern.edu/COE
itec@GeorgiaSouthern.edu

GLA SPOTLIGHT

Maneuver Center of Excellence HQ Donovan Research Library Fort Benning, Georgia

The Maneuver Center of Excellence (MCoE) HQ Donovan Research Library is much like any other library. It is a place where students, instructors, and doctrine writers feel at home, look for information, use a computer, attend programs, hold meetings, and get together with other students to study. The library supports the academic mission at Fort Benning. Soldiers attending the various schools use the library's collection of historical documents, student papers, and the extensive collection of military related books to enhance their training and education.

The library was first established in Monterey, California in 1907 as part of the School of Musketry at the Presidio. General Arthur MacArthur, father of General Douglas MacArthur, donated the first twenty books. The Musketry Library moved from Monterey to Fort Sill, Oklahoma and became the Infantry School of Arms Library. In October of 1918 the Infantry Library settled at Camp Benning, Georgia, later renamed Fort Benning, with a collection of over 1,700 books. Assistant Commandant LTC George C. Marshall understood the importance of teaching military history and the role of academic research in training future Army officers. His support helped get the Infantry School Library expanded, and in 1935 the library

moved to Building 35 as part of the Infantry Hall and Post Headquarters. In 1964 the Infantry School Library moved to Building 4, along with the Post Headquarters. In 1980, the library's name changed to the Donovan Technical Library in honor of William "Wild Bill" Donovan, a Medal of Honor recipient also known as the "Father of the CIA."

The latest milestone was achieved when the



Armor School moved from Fort Knox, Kentucky to Fort Benning, Georgia and the Armor School Library merged with the Donovan Library. The combined collections of the Infantry and Armor School

Libraries include one of the Army's best collections of military history along with thousands of historical documents, after action reports, and student papers. Many of the student papers describe firsthand accounts of soldiers' experiences in battle and will provide primary source research for students of military history.

Currently the staff is in the process of digitizing, cataloging, and posting the collections to the library's [Virtual Branch](#). In addition to student papers digital collection, the Virtual Branch also provides information about the history of Fort Benning and Fort Knox and digital copies of the Post newspapers.

Professional librarians staff the reference desk on site, and they use facebook and email to connect with researchers from all over the

world. You can request information by contacting the library at 706-545-6411/5661 or

email questions to the address provided at the Virtual Branch.

GLA SPOTLIGHT

Georgia Perimeter College Libraries

Barbara Disney recalled that in 1964, as assistant to librarian Beulah Cleveland, she diligently typed cards for “a few thousand” books in the brand new DeKalb College Library. According to the 1964 *Bulletin of Dekalb College*, the library was one of five original buildings on the Clarkston campus, “air-conditioned [and] fully-equipped” to serve 1500 students. For fifty years the school now known as Georgia Perimeter College (GPC) and its libraries have been transforming lives by providing low-cost access to high-quality higher education. The 1997 name change to Georgia Perimeter College reflected GPC’s “expanding mission and its service throughout the metro Atlanta area.” Now one of the largest institutions in the University System of Georgia (USG), GPC has five campus locations, enrolls over 21,000 students, and is the largest associate degree-granting college in Georgia. From humble origins, GPC now enrolls more undergraduate students each fall semester, accepts more transfer students, and sends more students on to other institutions than any other USG school. Successful GPC students and graduates make up more than one-third of all USG transfer students (GPC Fact Book, 2013).

As the college has grown, so have GPC Libraries. From one library GPC now has five physical

libraries and an active online library program. From a staff of two, GPC Libraries have increased to thirty-six full-time staff members, nineteen of whom are fully credentialed librarians. From a few thousand books and a card catalog, GPC Libraries now have a collection of over 300,000 physical items plus electronic access to thousands of e-books and e-journals. GPC Libraries are a net lender of resources to other schools through GIL Express. In the last year alone, GPC Libraries taught 564

instruction sessions reaching nearly 9,000 students, as well as logging over 26,000 interactions at the help desks and via chat. Beyond the numbers, GPC library faculty are involved in the academic life of the college by teaching courses, helping to write open-source

textbooks, serving on committees, and regularly presenting for and with other faculty.

GPC Libraries also play an integral role in the college’s activities and initiatives. GPC Reads, the college-wide book club, is one example. The libraries support the college community by loaning copies of the current selection, *Picking Cotton* by Jennifer Thompson-Cannino and Ronald Cotton, providing instruction classes on related topics, and welcoming the authors to signings and receptions.

GPC Libraries will play an active role in college-wide fiftieth anniversary celebrations and



Barbara Disney, first library clerk at DeKalb College and retired Director of Human Resources at GPC, and Angiah Davis, one of GPC’s newest librarians. Photo by Collins Foster, used by permission.

programs. In support of the Sixties Symposium planned for February 2015, librarians collaborated with faculty members to create LibGuides and displays on both broad historical themes for that turbulent decade, as well as specific topics such as music, art, and films.

GPC Libraries and GPC Archives are also curating “throwback Thursday” Facebook posts and other social media messages to share fun

and poignant moments from our history using hashtags #GPC50 and #GPC1960s.

What a difference fifty years make. As GPC Libraries look back and celebrate its past, the libraries also look forward to future challenges, always with the goal of providing support for success to our students. To learn more about services and programs, visit GPC Libraries website at <http://depts.gpc.edu/library/>.

GLA SPOTLIGHT

CURVE: Collaborative University Research & Visualization Environment Georgia State University Library

On September 10, 2014, Georgia State University Library celebrated the grand opening of a new data visualization and digital research space, CURVE: Collaborative University Research & Visualization Environment. CURVE is a technology-rich discovery space supporting the research and digital scholarship of Georgia State University students, faculty, and staff. Located at the heart of the Georgia State campus within the University Library, CURVE's mission is to enhance research and visualizations by providing technology and services that promote interdisciplinary engagement, collaborative investigation, and innovative inquiry.

CURVE's centerpiece technology, the interactWall, is a touch-enabled, 24-foot-wide video wall designed for collaborative visual and data-rich research projects. Seven additional collaborative workstations, including an advanced 4K workstation, feature high-powered PCs and Mac Pros that allow users to work with and manipulate large images and datasets. Each workstation is equipped with a large display that can accommodate up to six people,

allowing multiple groups to work together on a research problem.

As a digital research space, CURVE provides Georgia State University users with access to a large variety of software applications, such as ArcGIS, Tableau, NVivo, and the full Adobe suite. Each PC and Mac Pro is equipped with multiple processors and large amounts of RAM, which helps our students, faculty, and staff to easily work with large amounts of data and process complex models.

Although equipped with state-of-the-art technology and high-end computers, CURVE's



technology, including the large interactWall, are intuitive, easy-to-use, and accessible. Users who need help with CURVE's amazing technology will find a team of knowledgeable staff that includes librarians, library staff, honors

undergraduate students, and graduate students. In addition to helpful staff, CURVE offers many workshops on data resources. Finally, as the students have busy schedules, the space is open evenings and on Sundays.

CURVE is an exciting new endeavor that facilitates knowledge creation and transfer by connecting people, technology, data, and the latest display technologies in a shared collaborative space. To learn more, visit CURVE website at <http://sites.gsu.edu/curve/>



From the PRESIDENT

Hi-

Professional development is an important aspect of any profession. Webinars and reading professional literature provide valuable experience and are an excellent resource. Attending workshops, meeting authors, and networking with colleagues also provides a different type of opportunity for growth. The pure excitement of being able to ask your favorite author a question, or to get an autographed copy of his/her latest book, reminds us all why we became involved in the library profession in the first place—I remember getting an autographed baseball from film maker Ken Burns and asking Warren Brown, author of *United Cakes of America*, how to make a better chocolate cake.

One of the most rewarding aspects of my job is the opportunity to work with individuals who are new to our profession. Professional development remains a key topic with new staff when discussing various statewide training opportunities and attending conferences. Our annual conference in Georgia is called “GaCOMO,” and the most common question asked is usually “What exactly is COMO?”

Here is how the story goes (with special thanks to Dr. Gordon Baker for his valuable information):

Once upon a time, in 1985, a group of library professionals, from the Georgia Association of Informational Technology (GAIT), Georgia Library Association (GLA) and Georgia Library and Media Association (GLMA) met to discuss a possible professional development collaboration between their organizations. The

presidents of the three organizations began planning proposals for a conference and GaCOMO was born. The original acronym GaCOMO stands for Georgia Council of Media Organizations.

To encourage participation, the GaCOMO leaders also produced a joint membership brochure targeted at over 1,000 library/media specialists who were not a member of any specific organization.

By 1988, GaCOMO’s major focus was the first joint conference of four organizations (which now included GEPA, Georgia Educational Publishers Association) at Jekyll Island, Georgia. The Jekyll Island conference proved to be highly successful both financially and as a cooperative venture between organizations. In addition to Jekyll Island, GaCOMO has met in Savannah, Athens, Macon, Augusta, and Columbus.

The legacy of conference collaboration created by the leaders of the original GaCOMO continues to this day.

At our GLA MidWinter Planning Meeting on January 16, 2015, we had over 100 attendees from different Georgia libraries and organizations who shared ideas and plans for our annual COMO conference in Athens October 7–9, 2015. We have a wonderful group of people who are excited and want to create a fantastic professional development experience. It is an opportunity for all our libraries to work together and showcase the best and brightest that Georgia has to offer.

Our opening keynote speakers will be the creators from UNSHELVED (Gene Ambaum and

Bill Barnes) and our All Conference Luncheon speaker will be George Needham, former Library Consultant and current Vice President for Global and Regional Councils with OCLC.

Be sure to mark your calendars! The deadline for program proposals is April 30, 2015, and registration opens July 1, 2015.

There have been many changes in GaCOMO over the years, but the dedication and

commitment to work together for the good of all Georgia libraries lives on.

Don't miss your opportunity to be a part of Georgia's professional development legacy.

See you in October!

Lace Keaton

President, Georgia Library Association 2015
lkeaton@newtonlibrary.org

My Own PRIVATE LIBRARY

By Amy Burger

Everyone knows that librarians love books; they buy them all the time and fill their houses with them until they're returning their personal books to the library and re-shelving the library's books at home, until the line between work and home is forever blurred, and eventually they move into the library and commute to their former homes, where they lend out their books to patrons who have started coming there, because that's where the books are now.

Haha, no. But if you're a librarian, it feels like you must love books (which I do), and so you own a lot of them (which I don't). I *have* books, but usually I didn't buy them; most were gifts or college textbooks it wouldn't have paid to sell back (anyone looking for a 10-year-old astronomy textbook, hit me up). When it comes to buying books, I'd rather spend my money elsewhere. Why would I buy books when I can get them for free? My books come from the library, and they always have. So when I think of my own private library, it's not part of my home; it's a lot of libraries in a lot of different places.

My first library, the Shasta County Public Library in Redding, California, was in a massive, musty concrete building that hosted my first summer reading program (it was here that I obtained a t-

shirt declaring "I read, therefore I am." My younger brother's shirt advised, "Escape the norm and read!"). In 1992, the library was

threatened by budget cuts, so in protest my brother and I attended a rally on the lawn of the county courthouse, where we wore oversized white t-shirts we'd decorated ourselves with markers. This library, according to Google Maps, is now a parking deck (the present library having been relocated to a newer, sleeker facility in more prosperous times).

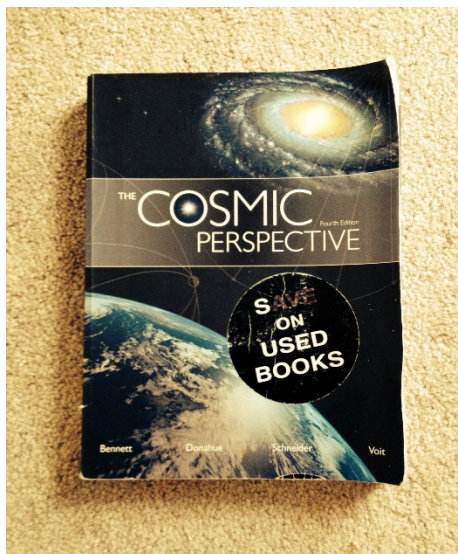
After moving to Naalehu, Hawaii, in 1992 (...was the move a grand gesture of

protest at the lack of support for libraries in Shasta County? It seems unlikely, but I'll ask my mom), we found our public library in a repurposed gas station, a concrete block

building like its Redding predecessor, but comparatively dinky. Later, its contents were relocated to a singlewide wooden trailer and enhanced by a lone computer with—a novelty!—the Internet.

Oh, I had libraries at school as well; back in Redding, the school library was the domain of David's mom,

Mrs. Powers, who handed each of us a numbered wooden dipstick we could use to keep track of exactly where each book we'd removed belonged on its shelf. At Naalehu



Elementary, the library was in the school basement, behind double doors painted a shiny red. After we moved to Georgia, post-Y2K, our school library was a state-of-the-art facility in which computers took up more room than books, and also they called it a media center.

Another move also meant another public library, the Forsyth County Public Library in Cumming, Georgia, which was bigger and nicer than its predecessor, with the added benefit of lots more computers (this was probably also because the 90s were over, but honestly, I wouldn't be surprised to go back to my old

library, which is still in that trailer, and find just one computer, even now).

These days, my library is also my place of work. It's the books I see every weekday and check out anytime I want. I hesitated when considering this column. I don't own any books. I don't really have my own private library. What will I say? I get my books on loan! So here's the truth: my library is nowhere in particular. But in a way, that means it's also anywhere.

Amy Burger is Assistant Librarian for Public Services, Georgia Highlands College

PEER REVIEWED



The Flipped Library Classroom at Georgia State University: A Case Study

By M. Leslie Madden and Ida T. Martinez

Although the flipped classroom concept has gained attention in the media and professional literature in the past year, versions of this instructional delivery method have existed for some time. For many years, librarians and other educators have created tutorials and other learning objects as a means of supplementing and supplanting traditional face-to-face instruction. Librarians at Georgia State University (GSU) are experimenting with using learning objects to teach basic skills, while scheduling face-to-face workshops and instruction sessions to delve deeper into discipline-based research processes. This paper details those efforts, highlights an established flipped classroom practice with the Psychology Department, and presents evidence of improved student learning.

What is a Flipped Classroom?

At its most basic definition, flipping a classroom means that students watch or read lectures outside of class, while traditional homework activities and group learning occur during class time, but it can involve more than that. Valenza (2010) explains:

Flipping the classroom changes the *place* in which content is delivered. If the teacher assigns lecture-type instruction in the form of video, simulations, slidecasts, readings, or podcasts as homework, then class time can be used interactively. The class becomes conversation space, creation space, space where teachers actively facilitate learning. The home becomes the lecture space. (22)

Versions of flipped classrooms are also sometimes called blended learning (Ullman 2012, 47), inverted classrooms (Strayer 2012, 172), backwards teaching (Scott and McGill 2011, 40), and hybrid teaching (Parry 2012, B6). Though these techniques have been used in classrooms for decades (Berrett 2012, A16), the “flipped classroom,” or “flipped mastery model,” has only recently gained attention.

Coined by high school chemistry teachers Jonathan Bergmann and Aaron Sams, who began using the method in the mid-2000s (Tucker 2012, 82), the flipped classroom offers multiple advantages over traditional lecture-style classes. First, students can learn course content at their own pace and on their own time. Students can watch lecture content that is delivered via technology at any time of day or night on devices that are internet-enabled. Students who struggle to learn or build on concepts may watch or read lectures multiple times, while students who more quickly grasp the material may move on to new content (Fulton 2012, 21; “Flipping” 2011, 5). Additionally, more time is offered for in-class assessment, so that instructors can more easily determine where more coverage of concepts is needed and which students need individual coaching (Fulton 2012, 21-22; Berrett 2012, A16). Furthermore, students are required to be more engaged in the learning process. Instead of being “fed” information that they will later regurgitate on an exam, students must demonstrate understanding and application of concepts through participation in active learning exercises in the face-to-face portion of

the course (Herreid and Schiller 2013, 62; “Flipped Classrooms Offer” 2011, 1; Carpenter and Pease 2012, 37-38).

In the college and university setting, flipped classrooms are valuable in yet more ways. Some colleges and universities are offering courses from the top experts in the field through MOOCs (Massive Open Online Courses) (Parry 2012, B6), while also providing students with in-person study and group activity sessions. Additionally, with added time for in-classroom assessments, instructors are better positioned to demonstrate the value and evidence of learning in their classrooms, something campus administrators are requiring more and more often. Finally, the flipped classroom method is flexible enough to accommodate large numbers of students vying for classroom space and limited enrollment slots. Universities are better positioned to offer additional sections of courses, while students receive more personal and individual attention than ever before (Berrett 2012, A16).

Demonstrating the Value of Flipped Classrooms

In 2010, the US Department of Education published the results of a study that analyzed journal literature published between 1996 and July 2008 related to comparisons of learning outcomes in online versus face-to-face classrooms. The analysis focused on empirical research, which mainly took place in higher education settings. The study found that, “on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction” (Means 2010, ix) and, more surprising, that “blends of online and face-to-face instruction, on average, had stronger learning outcomes than did face-to-face instruction alone” (19). The study concluded, however, that blended learning does not seem to be a superior method of instructional delivery but rather that the additional time and opportunity for concept reinforcement and individual coaching are

important components to the success of this method (xviii). Strayer’s (2012) mixed-methods comparative study of two college-level statistics courses, one traditional and one hybrid, supports these conclusions.

In 2009, with a desire to “make room for more in-class investigations” (172), Strayer, a mathematics professor at Middle Tennessee State University, decided to experiment with blended learning and to compare student learning outcomes in that class with those in a traditional lecture course that he was also teaching. Students in both courses were given the College and University Classroom Environment Inventory (CUCEI) “to assess their perceptions of the learning environment (both what they preferred and what they actually experienced);” Strayer collected additional data using audiotaped class sessions, individual and focus-group interviews, field notes from observers, and reflective journal entries (173). Strayer’s data showed that students in the flipped class were more open to discussion and active learning than their traditional class counterparts and that they preferred activities that allowed them the opportunity to apply concepts they had learned during the lecture portion of the course (190).

Several recent surveys of instructors using flipped classroom techniques also support this methodology. In 2012, Sophia, an online learning community for teachers and learners, polled its members about flipped classrooms and student learning. Of 400 respondents, approximately half had flipped their classes at the time of the survey. More than 85 percent of these flipped classroom teachers saw an improvement in student grades (“Sophia Survey” 2012). A June 2012 survey of 453 educators using the flipped classroom method by the Flipped Learning Network, another online community, found that 67 percent of respondents reported improvements in students’ standardized test scores, and 80 percent reported improvements in student attitudes toward learning. Finally, a recent

survey by Herreid and Schiller (2013) of more than 15,000 subscribers to the National Center for Case Study Teaching in Science listserv revealed that 200 of the STEM case study teachers who responded to their survey have flipped their classrooms. Their reasons for doing so included: being able to spend more time with students doing authentic research, teaching students how to apply concepts or learn to “think outside the box” rather than memorize information, and getting students more involved in the learning process (62).

Flipped Library Classrooms

While libraries have been creating online tutorials and other learning objects for many years, and there are a substantial number of publications related to these resources, a survey of the library literature reveals that, as yet, there are few publications detailing flipped classroom practices in libraries. At this point, the majority of articles published in the library literature on this topic are in the vein of “how to” or “how we can,” but a few articles have been published about actual experiences. In 2012, librarians at Mary Baldwin College began experimenting with flipped library classrooms. Based on assessments during library in-class time, the librarians found that “one of the aspects students most appreciate about the flipped classroom is the interactive, hands-on quality” and improved ability to “learn the material” (Datig and Ruswick 2013, 251). In 2013, librarians at Towson University’s Albert S. Cook Library began using flipped techniques “to determine whether the flipped classroom model of teaching could be used to deliver engaging and effective library instruction” (Arnold-Garza 2014, 10). As yet, the librarians at Cook Library have been unable to determine the effectiveness of this method, but after surveying students who participated in these sessions, they found that 90 percent of participants agreed that “the in-class activities supported understanding of the concepts presented in the pre-library session assignment” (11). Additionally, 86 percent of

students in the flipped library sessions “agreed that they learned from in-class activities” (11). Despite the lack of publications on actual flipped library classroom practices, librarians are clearly interested in how this method might impact library instruction and information literacy.

Georgia State University and Why We Are Flipping

Georgia State University is an urban research university in downtown Atlanta with more than 32,000 students, 75 percent undergraduate and 25 percent graduate. Eight colleges and schools at the university offer fifty-five undergraduate and graduate degrees in over 250 fields of study. Additionally, the university employs more than 4,700 faculty and staff (Georgia State University 2013a, 2013b). As of May 2014, the University Library employs just under 100 full-time faculty and staff, thirteen of them subject librarians. The library, one of the most popular places for students on campus, welcomed 1,559,958 visitors in 2012, and librarians taught 620 instruction sessions (the majority face-to-face and the remainder synchronous online) reaching 14,411 students during the same time period (Georgia State University Library 2013).

With increasing requests for library instruction sessions and no corresponding increase in librarians to deliver the instruction, the Public Services Department (in which the subject librarians work) carefully evaluated how, when, and why they delivered instruction. During the 2012-2013 academic year, subject librarians created instruction plans for each major. See <http://research.library.gsu.edu/plans> for copies of the instruction plans. These plans helped public services identify and target courses in which instruction would be most effective and think about alternative ways of delivering instruction and information. The plans also clarified the need for diversified, skills-based instruction sessions, rather than the traditional introduction to library resources that

most of the subject librarians had been offering. Informal polls of students revealed that many had received the same information in multiple library instruction sessions, not only in the same discipline, but across disciplines. Rethinking the way that instruction was delivered has eliminated repetitious instruction sessions, which had frequently resulted in student boredom and disengagement. Flipping the library classroom has allowed the subject librarians to reach more students more effectively, providing the right kind of instruction when it is most needed. One established library flipped classroom at Georgia State University involves the Psychology Department.

Psychology Classes and PORT

At Georgia State University the four-credit course PSYC3530, Advanced Research Design and Data Analysis, is required of all psychology majors. It consists of three hours per week of classroom lecture and two hours per week of laboratory time. On average, ten sections of the course are offered per semester, and enrollment is capped at twenty-five students per section. All sections regularly are filled to capacity; therefore, about 250 students take this course each semester. One of the course goals is for students to learn advanced search techniques in the database PsycINFO and effectively utilize features such as its thesaurus and help menus. None of this information is taught or discussed in the lecture portion of the course.

From 2008-2010, students in PSYC3530 learned PsycINFO database search strategies outside of class by watching a series of video tutorials that the psychology librarian produced. They would then take a quiz on the information during lab. There was no flipped component to the teaching strategy, and neither the librarian nor the lab assistants discussed or applied the information during lab. No data on the quiz scores for these years was preserved. In the fall of 2010, a new psychology librarian, at the

behest of the coordinating professor for PSYC3530, began flip-teaching PsycINFO search strategies to all PSYC3530 course sections. In collaboration with the coordinating professor, the assessment tool (the quiz) was revised, and new online video tutorials were created and implemented in the fall of 2011.

Collectively, the videos are referred to as a single learning module called PORT, Psychology Online Research Tutorial. Currently, PORT consists of seven brief videos with a combined viewing time of approximately twenty minutes. Links to the tutorials are provided on a LibGuide, which is prominently featured on all PSYC3530 course sites via the learning management system Desire2Learn. Students are required to view the tutorials outside of class. During a lab session, the psychology librarian and graduate lab assistants guide students in applying what they have learned from the tutorials by having them complete worksheet assignments, conduct searches as a group, discuss techniques and outcomes, and ask questions to get more clarification on the details of how to search the database and use its tools effectively. The assessment tool for this flipped classroom experience is a standardized PORT quiz that each student completes in lab. The quiz scores are shared with the librarian and are used to report learning outcomes to the Psychology Department chair (and ultimately the Dean of the College of Arts & Sciences) and to the library's Associate Dean for Public Services (and ultimately the Dean of Libraries). This flipped classroom practice, with its sustained assessment protocols, is arguably a solid contributing factor in the improvement of average PORT quiz scores over the past three years (see table 1). Changes in librarians, content emphasis, lab activities, and tutorial edits can also be contributing factors, but all are part of effective flipped classrooms. As Strayer (2012) notes, "it is extremely important that teachers adjust the system maintenance and change dimensions of the learning environment to support students' meaning making from activity in an inverted classroom" (192).

Table 1: Average PORT Quiz Scores for Georgia State University's PSYC3530 Classes

Semester	Average PORT Quiz Score
2010 Spring	76%
2010 Fall	78%
2011 Spring	81%
2011 Fall	85%
2012 Spring	84%
2012 Fall	86%
2013 Spring	82%
2013 Fall	88%
^a Average quiz scores prior to 2010 Spring not available. ^b Change in psychology librarians effective 2010 Fall. ^c Major revision of PORT introduced in 2011 Fall. ^d Incomplete reporting of quiz scores for 2013 Spring.	

Each section of PSYC3530 requires a major research writing assignment for which students must utilize what they learn from the PORT module. Therefore, though they learn and practice their PsycINFO research skills outside of class, they must use them to be successful in completing one of the course's core requirements. This is a good example of a flipped classroom collaboration between faculty and an academic librarian.

This case study has revealed a number of other successes, albeit anecdotal. First, the gradual improvement in PORT quiz scores might suggest that PSYC3530 instructors are seeing improvement in the quality of the references in the written research assignments. A tangential measure of this is the noted drop in the number of research consultations that the psychology librarian has seen among PSYC3530 students. In other words, the PSYC3530 instructors, who require several drafts of the written assignment, are not referring students as frequently as before to the psychology librarian for in-depth or supplemental assistance. The inference is that students' written research papers are improving. Also, students must take at least one 4000-level research seminar following successful completion of PSYC3530.

Students report, again anecdotally, that but for the detailed guidance in mastering PsycINFO via PORT in PSYC3530, they would not have been as confident in their research for the 4000-level seminar. In fact, seminar instructors do not teach research methods in their lectures but regularly refer students back to the PORT module to refresh their memories on how to conduct effective PsycINFO database research for their seminar assignments. Likewise, a number of psychology instructors at GSU regularly incorporate the flipped PORT model into their classes.

Flipping the Classroom Beyond PSYC3530 and PORT

As with most academic librarians, subject librarians at Georgia State University are deeply invested in the success of students. Until recently, reaching as many students as possible in face-to-face instruction sessions was a goal that the subject librarians worked hard to attain. Growing numbers of students, without an increase in the number of librarians, however, have made this goal unsustainable. Between 2009 and 2011, an average of 108 library instruction sessions were taught per year for freshman English courses. During that same period, requests for instruction sessions from freshman orientation (GSU1010) instructors grew exponentially. In 2009, eleven library instruction sessions were delivered to GSU1010 courses; in 2010, thirty-one sessions were offered, and in 2011, sixty sessions were offered. These sessions were offered in addition to the librarians' teaching and consultation responsibilities beyond the freshman level.

In fall 2012, a decision was made to discontinue offering traditional face-to-face, course-based instruction to freshman English and GSU1010 classes and, instead, to more effectively market a suite of basic learning objects and tutorials that the library has created and maintains. LibGuides were created for both freshman English and GSU1010 at: <http://research.library.gsu.edu/freshmenenglish>

and <http://research.library.gsu.edu/gsu1010>), and a series of face-to-face workshops were offered where students could practice and build on the skills they learned from the tutorials and other learning objects. Because data has only been collected for one academic year, no conclusions have yet been made regarding these changes to instructional offerings. Flipping the classroom for freshman classes, however, has allowed subject librarians more time to focus on research courses within the majors, in which targeted, skills-based instruction can be more effective.

Conclusion

In an effort to offer a sustainable instruction program, to eliminate student boredom and instruction repetition, and to target library instruction where it is most effective, librarians at Georgia State University continue to evaluate

the ways in which instruction is delivered and student learning is achieved. More data is needed to determine whether or not the flipped classroom model is successful with freshman classes, but the ongoing relationship with PSYC3530 and evidence in the broader academic literature demonstrate that this model can be effective and even desirable for library instruction.

Originally presented as the YBP award recipient at the GLA Academic Library Division Papers Presentation, COMO 2013.

M. Leslie Madden is Team Leader, Library Services for Arts & Humanities at Georgia State University

Ida T. Martinez is Psychology & Honors College Librarian at Georgia State University

References

- Arnold-Garza, Sara. 2014. "The Flipped Classroom: Assessing an Innovative Teaching Model for Effective and Engaging Library Instruction." *College & Research Libraries News* 75 (1): 10-13.
- Berrett, Dan. 2012. "How Flipping the Classroom Can Improve the Traditional Lecture." *The Chronicle of Higher Education* 58 (25): A16-A18.
- Carpenter, Jeffrey P. and Jennifer S. Pease. 2012. "Sharing the Learning." *Phi Delta Kappan* 94 (2): 36-41.
- Datig, Illka and Claire Ruswick. 2013. "Four Quick Flips: Activities for the Information Literacy Classroom." *College & Research Libraries News* 74 (5): 249-251, 257.
- "Flipped Classrooms Offer New Learning Path." 2011. *Electronic Education Report* 18 (23): 1-3.
- Flipped Learning Network. 2012. "Improve Student Learning and Teacher Satisfaction in One Flip of the Classroom" (info-graphic). <http://flippedlearning.org/cms/lib/07/VA01923112/Centricity/Domain/41/classroomwindowinfographic7-12.pdf>.
- "Flipping the Classroom." 2011. *Educational Horizons* 90 (1): 5-7.
- Fulton, Kathleen P. 2012. "10 Reasons to Flip." *Phi Delta Kappan* 94 (2): 20-24.
- Georgia State University. 2013a. "About Georgia State University." <http://www.gsu.edu/about/>.
- . 2013b. "Discovery and Diversity in the Heart of Atlanta." http://www.gsu.edu/wpcontent/uploads/2013/04/QuickFactsFlyer11_12.pdf.
- Georgia State University Library. 2013. "Quick Facts." <http://library.gsu.edu/242.html>.
- Herreid, Clyde Freeman and Nancy A. Schiller. 2013. "Case Studies and the Flipped Classroom." *Journal of College Science Teaching* 42 (5): 62-66.
- Means, Barbara, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones. 2010. *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. US Department of Education: Center for Technology in Learning. <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.
- Parry, Marc. 2012. "5 Ways That edX Could Change Education." *The Chronicle of Higher Education* 59 (6): B6-B7.
- Scott, Heather and Toria McGill. "Technology Transformation." *Principal Leadership* 11 (6): 38-41.
- "Sophia Survey Finds Student Grades Improve When Teachers 'Flip' Their Classrooms." 2012. *Sophia*, May 17. <http://www.sophia.org/news/sophia-survey-finds-student-grades-improve-when-te>.
- Strayer, Jeremy F. 2012. "How Learning in an Inverted Classroom Influences Cooperation, Innovation and Task Orientation." *Learning Environments Research* 15 (2): 171-193. doi:10.1007/s10984-012-9108-4.
- Tucker, Bill. 2012. "The Flipped Classroom." *Education Next* 12 (1): 82-83.
- Ullman, Ellen. 2012. "The Perfect Blend." *Technology & Learning* 33 (3): 47-48.

Valenza, Joyce Kasman. 2012. "The Flipping Librarian." *Teacher Librarian* 40 (2): 22-25.

Strauss, Valerie. 2012. "Classwork at Home, Homework in Class." *The Washington Post*, April 16, B02.



Call for Papers!

**Academic Library Division of the Georgia Library Association
Georgia Chapter of ACRL
Georgia Council of Media Organizations 2015 Conference
October 7-9, 2015
Athens, Georgia**

The Academic Library Division of the Georgia Library Association/Georgia Chapter of ACRL invites Georgia librarians and library science students to submit research papers for presentation at 2015 COMO pertaining to academic libraries. Criteria for selection include purpose, content, organization, scholarship, and references. Papers should include research on developments in academic libraries that present challenging opportunities for libraries and librarianship throughout the state, region, or nation. Papers should be approximately 2000 words.

The *Georgia Library Quarterly (GLQ)* may invite selected authors to submit their papers for possible publication in GLQ.

GLA will award a cash prize for the paper selected as the top entry, which will be presented at the COMO conference in Athens, GA.

NOTICE OF INTENTION

Submit via email with subject line, ALD Research Papers, to rebecca.rose@ung.edu a notice of intention containing your name, address, phone number and email address with the tentative title and a brief (200 word) abstract by **April 1, 2015**

PAPER SUBMISSION:

Final paper approximately 2000 words submitted by **July 15, 2014**

Rebecca Rose
Research Papers Committee Chair
rebecca.rose@ung.edu

*People, Libraries
and Agencies*

IN THE NEWS

Georgia Library Association Government Information Interest Group (GIIG)

Last December, the US Congress and President Obama approved GPO's name change from the



Government Printing Office to the Government Publishing Office. GPO is the US Federal Government's primary centralized resource for

producing, procuring, cataloging, indexing, authenticating, disseminating, and preserving the official information products of the US Government in digital and tangible forms. The new name more accurately reflects the activities of GPO.

§

Congratulations to Hallie Pritchett, head of the Map and Government Information Library at the University of Georgia, for being appointed to serve on the Depository Library Council.

Hallie will serve a three-year term starting in 2013 and ending in 2016; she is chair-elect and will become chair later this year. The council advises the Public Printer and the Superintendent of Documents on matters relating to the Federal Depository Library Program (FDLP).



§

The 2015 Government Information Interest Group (GIIG) officers are:

- Chair: Chris Sharpe, Kennesaw State University
- Vice Chair: Emily Rogers, Valdosta State University
- Secretary: Laurie Aycock, Kennesaw State University

*People, Libraries
and Agencies* **IN THE NEWS**

Gwinnett County Public Library

Introduction to Finding Funders at the Five Forks Branch

The Five Forks Branch of the Gwinnett County Public Library (GCPL) is offering a session on Monday, March 30, 2015 from 6:00–7:30 p.m. that provides an introduction to the Foundation Center's comprehensive database, Foundation Directory Online Professional. This database can help find funders for nonprofits. The session will teach participants how to create customized searches to develop targeted lists of foundations that will match an organization's funding needs.

The session will cover Power Search, which allows searches across nine Foundation Center databases—grantmakers, grants, companies, 990s, news, jobs, RFPs, nonprofit literature, and IssueLab reports.

The session is free but space is limited and registration is required. Please register at <http://grantspace.org/classroom/training-calendar/Atlanta/introduction-to-finding-funders-2015-03-30-lawrenceville-ga>.

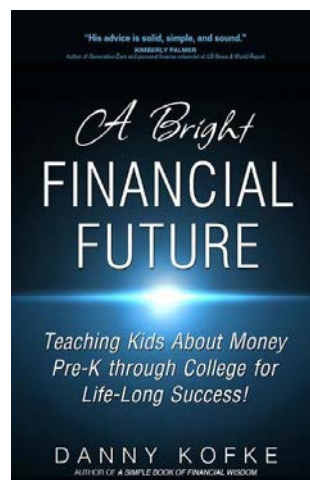
The Five Forks Branch is located at 2780 Five Forks Trickum Road, Lawrenceville, GA 30044. For directions or further information, please call 770-978-5154.

§

Money Management Program for Elementary School Kids and their Parents

Author and retirement consultant Danny Kofke and his daughter, nine-year-old Ava, will lead free financial workshops for elementary school

kids and their parents at the GCPL Suwanee branch on March 21 at 2 pm.



Parents and kids will begin the program together before breaking into separate workshops held simultaneously, with Danny leading the program for adults and Ava leading the program for elementary school-aged children, respectively.

Danny is the author of multiple books including *A Bright Financial Future: Teaching Kids About Money Pre-K through College for Life-Long Success!* Nine-year-old Ava has already authored her first book titled *The Financial Angel: What All Kids Should Know About Money* and will share her knowledge about saving, spending, and more.

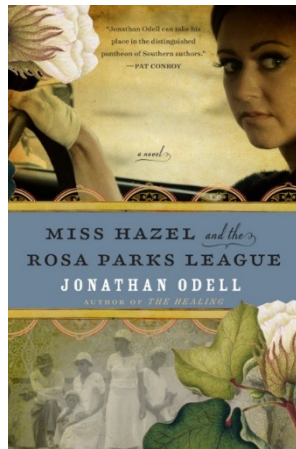
The workshops are free and open to the public. Books will be available for purchase and signing (cash or check only). The Friends of the Library will serve light refreshments.



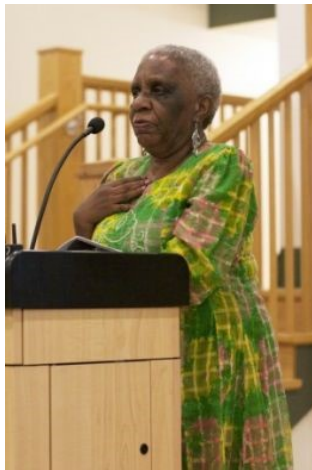
For more information about this event go to <http://www.gwinnettpl.org/event/danny-and-ava-kofke-financial-planning>

GCPL Welcomed Author Jon Odell and Civil Rights Activist Margaret Block

Rosa Park's birthday was celebrated with author Jon Odell and 1960's civil rights activist Margaret Block, a veteran of the Mississippi Civil Rights Movement. Odell and Block lead a book discussion at GCPL's Suwanee Branch on February 6 at 7 p.m.



Jon Odell, author of *The Healing* and *Miss Hazel and the Rosa Parks League*, was born and raised in Mississippi.



Margaret Block, a native of the Mississippi Delta, a poet, and a veteran of the 1960s Civil Rights Movement, served as the secretary for the Student Nonviolent Coordinating Committee established by the civil rights protestors in

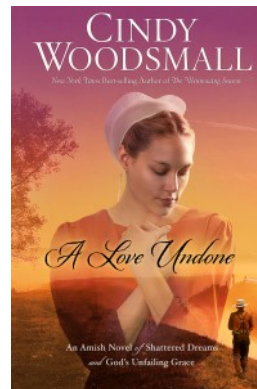
Mississippi in the 1960s. Ms. Block received the 2005 Fannie Lou Hamer Humanitarian Award from Mississippi Valley State University.

Author of Sisters of the Quilt Trilogy and Her Latest Work

Gwinnett County Public Library, in partnership with the Gwinnett Quilters' Guild, welcomed *New York Times* bestselling author Cindy Woodsmall on January 20 at 10 a.m. for a book signing and discussion at Cannon United Methodist Church in Snellville.



Woodsmall, named one of the top three Amish fiction writers by the *Wall Street Journal* in 2013, has been featured on ABC Nightline and



worked with *National Geographic* on a documentary concerning Amish life. Known best for her Sisters of the Quilt trilogy, Woodsmall's latest work is *A Love Undone: An Amish Novel of Shattered Dreams and God's Unfailing Grace*. Books were

available for purchase and signing courtesy of Books for Less of Buford.

*People, Libraries
and Agencies* **IN THE NEWS**

Kennesaw State University

As of January 6, 2015, the Board of Regents of the University System of Georgia voted for the consolidation of Southern Polytechnic State University and Kennesaw State University. Officially, the libraries are now the Kennesaw State University (KSU) Library System with the L.V. Johnson Library at the Marietta campus and the Horace W. Sturgis Library at the Kennesaw campus. The consolidation will not be completely operational until the fall semester.

§

Both of the KSU libraries have recently hired new employees.



Kennesaw Campus:

Starting with the back row in the above photograph: Christina Holm is the new Undergraduate Education and Liaison Coordinator Librarian. Olga Koz is the Graduate Education Librarian. Laura Aycock is the new Undergraduate Sciences Librarian. Kimberly Mascara Starts is the Strategic Budget, Library Technical Professional II. Khyle Hannan is the Learning Commons Librarian. Amanda Albert is the Distance Learning Librarian. Caralia "Cara"

Galagher is the new Interlibrary Loan & Information Desk Assistant, Library Technical Paraprofessional I.



Marietta Campus:

Ying Chen is the Reference, Hive Lab, and Embedded Librarian. Kelly Ansley is the Reference and Instruction Librarian.

§

Several of our librarians have had sessions accepted at the ACRL Conference, March 25-28, 2015 in Portland, Oregon. Michael Luther, Assessment Librarian, will be doing a poster session on "Toward Total Library Assessment." He was also an ACRL Early-Career Librarian Scholarship winner. Olga Russov, Assistant Director for Strategic Budget will be discussing "Consolidation of University Libraries: Vendor Relations, Licensing, and Budgeting Issues." Amanda Albert, Distance Learning Librarian, will be on the panel, "Getting Started with Academic Library Value: Strategies for Initiating Conversations, Expanding Thinking, and Taking Action." Ariel Turner, Automation and Batch Cataloging Librarian, will be presenting the paper, "Implementation of Batch Cataloging: A Case Study." Sandra Barclay, Special Formats Cataloging Librarian, and Chris Sharpe,

Government Documents Librarian, will be presenting, "Fun with Plastic Sheeting!: Exercising Your Emergency Plan."

§

Ashley Dupuy, Assistant Director for Instructional Services, Chris Sharpe, Government Documents Librarian, and Eli Arnold, Reference Librarian at Oglethorpe University, will be doing a presentation at the LOEX Conference in Denver, Colorado, April 30-May 2, 2015. Their topic is "Three Classes on

Tap: Brewing Library Instruction through Collaboration".

§

Alan Lebish, Associate Director of Library Services, made the suggestion for a new Georgia Library Association (GLA) interest group at the Mid-Winter Meeting in January 2015. The GLA executive board approved the new group, the Library Facilities Interest Group. Alan will be 2015 chair.

Off the SHELF

It's Not My Mountain Anymore by Barbara Taylor Woodall. Sylva, (Catch the Spirit of Appalachia, NC, 2011: ISBN 9780982761199, \$20.00)

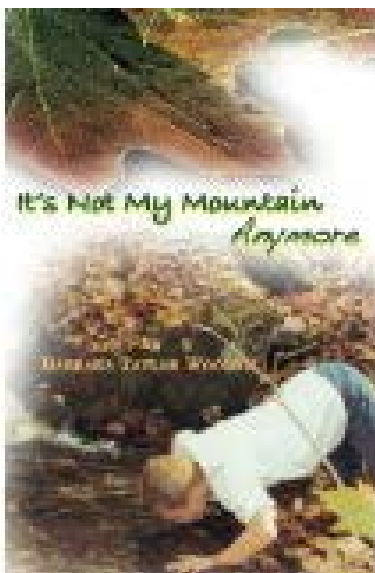
Barbara Taylor Woodall was a student writer for the *Foxfire Magazine* in the early 1970s. For those not acquainted with this periodical, it is a publication created by high school students that preserves the vanishing culture of Southern Appalachia. Woodall has used the same *Foxfire* homespun writing style to tell the story of the changes in her "close-knit family community on Kelly's Creek" in Rabun Gap, in northeastern Georgia. To quote Woodall, "It's a journey filled with appreciation, humor, love and loss. Take what you want and spit out the bones."

The book begins with Woodall's childhood on the family farm. Many of her tales are of "mountain hospitality." There were always neighbors helping neighbors in good times and in bad. Granny Lou was the community midwife. Payment was usually clothes, vegetables, or eggs. When Granny Lou told young Barbara that "A buzzard laid your brother Ernest, on a stump, and the sun hatched him out," she believed him.

In the fall of 1960, Woodall "began a twelve year sentence called school." In her junior year of high school, she had plans to quit school and find a job. She signed up for a journalism course

writing for the *Foxfire Magazine*. The encouragement of the *Foxfire's* staff changed her educational path. She believed in the *Foxfire's* purpose of "capturing mountain secrets" and "sounding our heritage like trumpets."

After graduation, Woodall and two other graduates were hired to write about issues affecting the mountain community and culture. One of the assignments was to see the impact of the filming of the movie *Deliverance* on the area. To this day, the area is still trying to overcome stereotyping: "Spectators peel their eyes, as they pass through, hoping to see a real-life-honest-to-God hillbilly hick straight from the land of the nine-fingered people. "



Today the mountain land is a "money-generating giant." Plots of land are sold for many reasons: aging landowners, medical bills, high taxes, and no heirs. Large homes tower over the ridges. Whitetail deer trails, sweet water springs, and eagles have vanished. "It's not my mountain anymore." It is Woodall's wish that future generations realize that the mountain's future destiny is in their hands and that they need to become involved and committed to its preservation.

Rita Spisak is Outreach Librarian at Kennesaw State University

Off the SHELF

The Magnificent Mays: A Biography of Benjamin Elijah Mays by John Herbert Roper, Sr. (University of South Carolina Press, Columbia, SC, 2012: ISBN 9781611170771, \$44.95)

Benjamin Elijah Mays' earliest memory came from a moment on a dusty South Carolina road. The year was 1898, and the town of Phoenix, South Carolina, was recovering from a bloody, deadly race riot that exploded when a number of black men tried to vote or sign affidavits that they were prevented from voting. He and his father were halted by a band of white men brandishing rifles. The thugs made his father salute and bow to them before galloping away. Mays was four.

It's hard not to marvel at Mays' record given that so few people of color were able to find and climb a ladder of success in early twentieth century America: a bachelor's degree from Bates College in Lewiston, Maine, an MA and a PhD from the University of Chicago, faculty appointments at Morehouse College and South Carolina State, National Urban League executive in Tampa, and president of Morehouse College.

The art of biography is much more than a retelling of the subject's achievements, triumphs, and failures. The author—John Herbert Roper, Sr., Richardson Professor of American history at Emory and Henry College—is no stranger to the task of telling a life. He has authored five volumes of southern history,

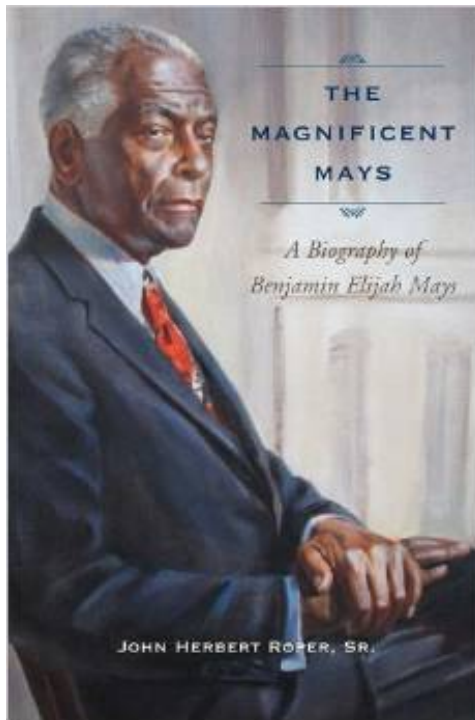
including biographies of historians, including C. Vann Woodward and U. B. Phillips, whose works were legendary and seminal.

Roper's approach to developing an understanding of Mays is best described as interior. He explores Mays intellectual growth as human and leader with a confident story telling of that growth that does not hedge. He

tells with confidence how Mays came to be a champion of civil rights and leader in the black community and later one of the key figures in bringing about a peaceful desegregation of the Atlanta school system. He does not hesitate to describe an historical moment with a gripping narrative or set forth what he perceives to be critical decision points in Mays' evolution as theologian, voice for the African-Americans who had no voice, dogged and principled administrator, and mentor to many of the modern generation of civil rights leaders, most notably Martin Luther King Jr. The

intensity of Mays' meeting with and questioning of the great Gandhi on a trip to India are particularly engrossing.

It is Roper's steady development of character and intellectual breadth that is most engaging and instructive. Mays sought excellence in colleges and universities outside the South. At Bates and Chicago, he sought out the teachers and thinkers who helped him build on his basic biblical faith. These carried him to an understanding of social justice, the politics of



injustice, and the need to patiently work toward a society in which opportunity is open to people of all colors and faiths.

This is not a children's version of Mays' life. It takes a patient reading to understand how one man, determined to learn and serve, became

the important figure that he was in the continuing struggle for human rights.

*Wallace B. Eberhard, PhD is
Professor (Emeritus) of Journalism at the
University of Georgia*

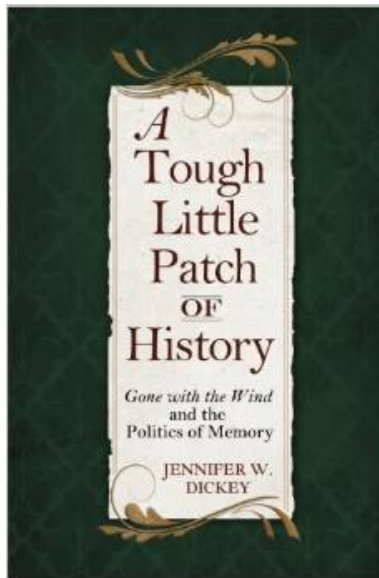
Off the SHELF

A Tough Little Patch of History: Gone with the Wind and the Politics of Memory by Jennifer W. Dickey. (Arkansas University Press, Fayetteville, AR, 2014: ISBN 9781557286574, \$34.95)

A Tough Little Patch of History offers a thoroughly researched and well-documented description of Atlanta's historical response to *Gone with the Wind* (GWTW) since the book's publication in 1936 and the movie's premier in Atlanta in 1939. Jennifer W. Dickey is an assistant professor and coordinator of the public history program at Kennesaw State University. Dickey details the city's intense love/hate relationship with both the book and movie, and describes GWTW's indelible imprint on Atlanta's identity that extends far beyond Mitchell devotees. This beloved or reviled Civil War story is shown to be both inspirational and offensive depending on the reader/viewer's perspective, with the work so convincingly written that many embrace the story as historically accurate. Illustrating this phenomenon, world-wide visitors to Atlanta perennially have to be told that Tara is a fictional place that only exists in the imagination.

Other tensions presented in Dickey's book include efforts that involve the Atlanta History Center, the Tara Museum in Clayton County, and the Margaret Mitchell House in offering GWTW exhibits and establishing permanent tourist destinations. Margaret Mitchell's estate

has frequently blocked many requests for theme parks or memorials by refusing to grant licenses to use names from the book. Their motivation originates from Margaret Mitchell's own wishes to discourage memorials or landmarks dedicated to either the author or the book perceived as being "in poor taste."



Efforts attempting to dispel GWTW's romanticized notions about the antebellum period are described and include exhibits that displayed artifacts documenting the harsh reality of institutionalized slavery alongside authentic GWTW movie memorabilia. The chapter on the preservation of "The Dump," Margaret Mitchell's basement apartment where the novel was written, depicts the almost insurmountable obstacles faced when creating a permanent historical site related to the GWTW legacy.

I highly recommend this book as an essential addition to public or academic libraries. With its focus on the controversy related to the legacy of the best-selling novel of all time and the related movie, the book is a fascinating read for both devotees and detractors of the book and/or movie, as well as for researchers interested in Atlanta or Georgia history, southern literature, cinema, and heritage tourism.

Rebecca Rose is Associate Professor and Head Librarian—Cumming campus, University of North Georgia.